We have a huge amount of data that we are still ploughing through as part of our deeper analysis of the survey results. There are so many interesting insights that have come out! Here's a snapshot:

- When first researching for an assignment students generally chat with classmates and teaching staff first (only 2% contacted their faculty/school liaison librarian for advice and just under 10% at least approach the library information desk for advice)

- When they are stuck and need help, they still speak to classmates and teaching staff first but the percentages of those approaching the library for help are higher (20% approached the library information desk for help, just over 10% consult library online guides to finding resources, a little over 5% contact their faculty/school liaison librarian)

- Students see their research success being largely dependent on library collections and Google in equal measure, followed by database guides

- The most surprising data of all was that the library is trusted more than Google! (26% library, 7% Google, 23% indicated both trust in the library and Google in equal measure)

As described by Mike Samarchi, the survey provides "…an understanding of how students approach research – the first steps, whom they look to for help, where they go, and what they look for; gives an insight into students' perceptions of the role of the library in research – at what point does the library become essential in the research process, how useful are the services and resources offered by the library; provides for a baseline for improving services to better meet student needs.."

Where to from here? As mentioned we're still analysing the data and will be finalising our recommendations soon. We can then begin the task of finetuning our offerings to Victoria University students.

The survey has been advertised to CAUL members and if uptake is substantial there will be benchmarking opportunities as well as a great pool of data about students and their research behaviours and needs. There is interest by one university library already – The Australian Catholic University, whose representative, Josephine Frawley, Library Manager (Infrastructure and Strategic Initiatives), has commented that "It seems to ask all the right questions, and ones that should be easy to answer".

We look forward to the opportunities ahead and making our information literacy practice align more closely with our students' research and information seeking behaviours, providing the kind of help they really want.

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UTAS Library offers new PD pathways

University libraries are continuously challenged to attract, develop, and retain new generations of professionals in increasingly complex information and learning environments. UTAS Library has responded with a professional development program which offers entry-level librarians a unique supported-learning experience that sets new graduates on a path of lifelong professional growth.

Following a comprehensive workforce planning project in 2005–2007, UTAS Library developed a framework which offers new staff and recent graduates a structured professional development program. New Liaison Librarians at UTAS have enthusiastically embraced the *Liaison Librarian: A Developmental Framework*. The *Framework* provides a clear structure which identifies and then guides the development of competencies for entry-level librarians.

One of the graduates of the *Framework*, Vanessa Warren, in a paper presented to the 4th ALIA New Librarians Symposium last year, *Getting from A to B: a development framework for developing librarians* (**http://eprints.utas.edu.au/view/authors/Warren,_VS.html**) expresses the value of the program with this question: "Getting your foot in the door as a graduate librarian can be difficult, but what happens once you step over the threshold?".

The *Developmental Framework* aims to support new librarians on the threshold of their careers, articulating a defined set of core capabilities and performance criteria that provide a clear pathway for professional recognition and promotion within the UTAS Library. Entry-level librarians learn broadly and develop knowledge and capabilities in all aspects of liaison and reference work and are supported as they develop specialist knowledge and skills. Librarians are encouraged to keep a reflective professional development journal throughout the learning process. In this way the *Framework* provides a comprehensive orientation program for new and recently graduated librarians and contributes to UTAS Library's ongoing development as a learning organisation.

There has been keen interest in the *Framework* outside UTAS Library and Vanessa Warren will be presenting a paper at the 75th International Federation of Library Associations and Institutions (IFLA) Conference and Assembly, Milan, Italy, in August. The paper will further examine the practical and theoretical context surrounding the development and implementation of the Framework and contributes in an important way to the discussion of how to attract and retain a new generation of library professionals.

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InfoSkills Bank – delivering and organising information literacy at UTS library

The importance of information literacy, particularly in the academic setting, is well established. However integrating information literacy into increasingly packed curricula, and the administrative burdens on library staff in planning information literacy programs are significant barriers to its effective delivery. AT UTS Library, InfoSkills Bank provides a solution to both these problems.
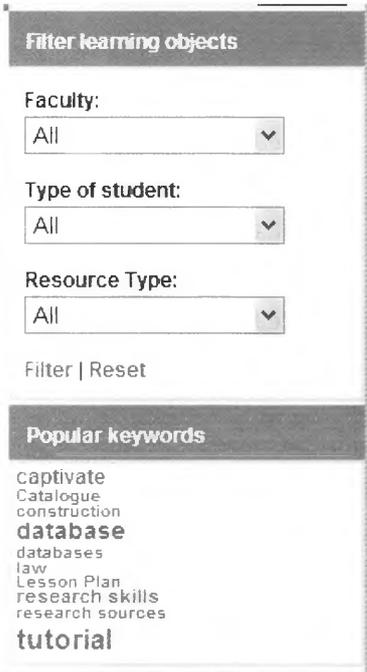
InfoSkills Bank (**http://www.lib.uts.edu.au/infoskillsbank**) is a database of materials related to information literacy, including lesson plans, class handouts, PowerPoint presentations, and online tutorials. Where a gap has been identified in the library's resources, links to high quality materials sourced from other library websites are included, with appropriate attributions and permissions. The material covers both generic information literacy, such as guides to individual databases and subject specific material. The material is in a range of file formats, including Microsoft Word, PDF, Microsoft Powerpoint, and Flash.

Its public interface therefore provides library clients with a central location to locate online library assistance. In particular, it is a valuable adjunct to face-to-face information literacy classes as it makes all the material used during classes available to clients as a handy reference. During classes, particularly hands-on sessions, students can concentrate on the learning activities, without the distraction of note-taking as all the learning materials are available in InfoSkills Bank.

Clients can browse or sort material in InfoSkills Bank by title, resource type, faculty, or student type. Continuing UTS Library's experimentation with social networking tools, we are also using

tagging to provide another way for clients to browse by popular keywords.

Clients can search or browse for information literacy objects in the InfoSkills Bank database by several fields, as well as a keyword tag cloud. The size of the font in the tag cloud indicates the relative popularity of a term.

Filter learning objects

Faculty:
[All]

Type of student:
[All]

Resource Type:
[All]

Filter | Reset

Popular keywords

captivate
Catalogue
construction
database
databases
law
Lesson Plan
research skills
research sources
tutorial

At present only library staff are able to tag objects in InfoSkills Bank, but it is hoped in future enhancements we will be able to allow clients to add keywords, ratings, and comments. This will not only assist clients in locating the most useful information literacy objects, based on the opinions of their peers, it will provide feedback to library staff about our information literacy programs which can be used to improve the design and delivery of our face-to-face and online teaching.

From the staff point of view, InfoSkills Bank is a simple to use, but powerful, administrative tool to which it is easy to upload objects with accompanying descriptive metadata and designate as public or restricted. This will result in considerable efficiencies for staff as they will be able to store their teaching materials in a central location, maintain version control, and publish and unpublish materials as required. The time savings for library staff in preparing, storing, and managing their teaching material will be considerable.

Another benefit for library staff is the opportunity to share information literacy materials and learn from each other. InfoSkills Bank opens up the wide range of material our staff design and prepare, allowing ideas to be shared and best practice examples to be re-used.

Next steps for InfoSkills Bank will include developing learning pathways which will present the materials in InfoSkills Bank in organised modules to serve different client groups. This will provide a means to direct clients into self-paced pathways which will guide them through a series of activities and tutorials which will build their information literacy skills. This will continue the work already commenced in InfoSkills Bank of providing learning materials to our clients to assist them in becoming independent learners.

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UTS library gets social – using social media to connect with users

In academic libraries we can no longer expect that clients will find and use our library website, and it is becoming increasingly important to connect with our clients anywhere, anytime. This means moving beyond both the physical library building and the 'walled garden' of the library and university websites, into the mobile and social platforms which our clients are using.

At UTS library we are experimenting in a number of ways to discover how social media and mobile platforms might allow us to offer our services in ways which meet our users in their space.

Follow us

Recently we have created Facebook, Twitter, and YouTube accounts for UTS Library. These enable us to promote our services and communicate with clients in a way not previously possible. Our Facebook fans can comment on our updates or share them with their friends, add their thoughts to our discussion board, and respond to each other online. Using social media, our news and marketing channels have therefore become interactive spaces, allowing us to gather immediate feedback from clients.

As we grow our presence in these spaces, we'll be experimenting further with the types of content we add to the pages, ways to encourage dialogue with our clients, and even between clients as a space in which they can share knowledge with their peers.

Extending our audience

Beyond our existing client base, social media allows us to extend to new and broader audiences. At UTS one of our goals is enhancing the first year experience and helping students transition to university. At the library, social media provides one small way in which we can help achieve this. We know many new university students find navigating both the physical and virtual spaces of university challenging because of the unfamiliar systems they need to use. However they are probably using Facebook and Twitter, so we can build contextual links from these familiar spaces, into our library website, catalogue, and databases as a way to ease students into an understanding of information resources and research skills; hopefully in a way which is fun, informal, and engaging!

Going mobile

As we build our social media content we are also exploring other avenues to connect with our users and leverage new technology to improve services. We have been offering an instant messaging reference service since early 2008, with positive response from clients, and often find clients are contacting us from inside the library. This year we will be trialling the use of mobile devices with our reference desk staff to provide reference assistance across all five levels of our City Campus library. This is an extension of our existing Student Rovers service which provides basic assistance to clients beyond the reference desk. With the addition of mobile devices to this service we can provide a better level of service to clients anywhere in the library building.

Developing new services and exploring technology also provides opportunities for collaboration. As part of a collaborative project with the UTS Faculty of Engineering and Information Technology we are experimenting with mobile applications, starting with a mapping application which will allow clients to locate where an item is held via their mobile phone.

Into the Future

These are just a few of the early steps UTS library is taking as it begins planning for its 'Library of the Future', which encapsulates both a new library building to open in 2015, and a new way of conceptualising library service. As we begin to explore what services will look like, engaging with our clients and leveraging technology to meet client expectations provide important sign posts along the way.

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